**Lesson 1**

**Teacher Modeling Activity/Focused Mini Lesson**

**Description**

1. Students will gain a general understanding of the Civil Rights Movement through a jigsaw activity that breaks up the content of a short non-fiction text.
2. The teacher will model for the students the idea behind reading a passage from a larger text as a small group and writing single summarizing sentences to share with the class as a whole.

**Materials**

* Text from nonfiction book *The Civil Rights Movement in America* separated into 2-3 page chunks with pictures, captions, and text
* Civil Rights Anticipation Guide
* Post-it notes

**Common Core Standards**

8.RIT.1, 2, 4

**Procedures for Children’s Activity/Guided Practice**

**Description**

1. Students complete the Civil Rights Anticipation Guide.
2. Small groups of (three or four) are formed and post-it notes distributed.
3. Teacher models the idea of summarizing the section by doing the same on an example section in the text. The teacher demonstrates that a summary sentence will be written for each member in the group paying particular attention to any details that were also included in the anticipation guide.
4. Groups read their sections among themselves and summarize findings with a sentence for each person.
5. Groups share their sentences with the whole class. Allow time for whole class discussions. Post-it notes will be captured on chart paper in order to provide evidence for the correct answers on the anticipation guide (instead of students writing them individually as the guide suggests).
6. Individuals complete the post-reading portion of the anticipation guide.

**Materials**

* Post-it notes
* Chart paper
* Text from nonfiction book *The Civil Rights Movement in America* separated into 2-3 page chunks with pictures, captions, and text
* Civil Rights Anticipation Guide

**Performance/Product**

Completion of the anticipation guide (pre and post); summary sentences; class discussion

**Other Print and Non-Print Materials to Explore**

*A Wreath for Emmett Till*

*The Century for Young People*

**Lesson 2**

**Teacher Modeling Activity/Focused Mini Lesson**

**Description**

Teacher reads aloud Martin’s Big Words using think aloud strategies. The guiding question for students to think about is “What ARE big words?”. Answers to this question will be captured on chart paper.

**Materials**

*Martin’s Big Words*

Chart paper

**Common Core Standards**

8.RL.2, 4, 5, 7

**Procedures for Children’s Activity/Guided Practice**

**Description**

1. Students listen to Common’s “I Have a Dream” and determine what his “big words” are.
2. Students listen a second time and reflect in writing on what the students’ own “big words” or dreams are.
3. During silent reading, students focus on the goals that characters in their books set for themselves or the dreams they try to accomplish.

**Materials**

“I Have a Dream” video by Common

**Performance/Product**

Charted answers for “big words”; written reflection

**Other Print and Non-Print Materials to Explore**

*The Civil Rights Movement in America*

**Lesson 3**

**Teacher Modeling Activity/Focused Mini Lesson**

**Description**

This lesson analyzes the use of color in a text along with author’s/illustrator’s purpose. The teacher reads aloud *A Sweet Smell of Roses* using think-aloud strategies to aid in the comprehension of events.

**Materials**

*A Sweet Smell of Roses*

**Common Core Standards**

8.RL.2, 6

**Procedures for Children’s Activity/Guided Practice**

**Description**

With a color and mood chart, the teacher and students identifies the current moods of the classroom.

Using the color and mood chart as a guiding tool, the teacher reads aloud a second time *A Sweet Smell of Roses* while students make note of the illustrator’s use of the color red throughout the book (what objects are the color red and why).

The students also analyze the feelings the illustrations suggest about the characters and spectators.

**Materials**

*A Sweet Smell of Roses*

Color and mood chart

Notepaper or teacher-designed sheet to capture colors in the text

**Lesson 4**

**Teacher Modeling Activity/Focused Mini Lesson**

**Description**

The teacher reads aloud the “letter to the reader” by Harry Belafonte in *Through My Eyes* and present the book as a resource.

**Materials**

*Through My Eyes*

**Common Core Standards**

8.RL.2, 3

**Procedures for Children’s Activity/Guided Practice**

**Description**

1. The teacher presents a journal prompt: *List ways has your life been affected by bullies?* (for example, the receiving or giving end of bullying—child, adult, friend, enemy, family—witnessing events, etc.)
2. Small group members read silently and then aloud the story pieces of *The Story of Ruby Bridges*.
3. They then place them in the proper sequence.
4. When that is complete, the teacher reads the story aloud while displaying the pictures.
5. Students return to their list. They should asterisk the ways on their lists that they can affect. Students should select one from their list and write about the event as though it were in the future and could have any ending they choose.
6. Guided question for independent reading (and post-reading response): What do the characters in your story have to do to protect themselves? How are they being protected?

**Materials**

*Through My Eyes*

*The Story of Ruby Bridges* (book and story sections)

Journal prompt

**Performance/Product**

Response to journal prompt as a list and a partial story/brainstorm; Collaborative story sequencing

**Other Print and Non-Print Materials to Explore**

[www.rubybridges.com](http://www.rubybridges.com)

**Lessons 5, 6, 7**

**Teacher Modeling Activity/Focused Mini Lesson**

**Description**

1. Teacher reads aloud *Coretta Scott*. During read aloud, teacher will think aloud the various ways that a reader could interpret the poetry breaks.
2. The teacher provides a brief background on Maya Angelou.

**Materials**

*Coretta Scott*

Maya Angelou website

**Common Core Standards**

8.RL.2, 3, 5

**Procedures for Children’s Activity/Guided Practice**

**Description**

**Suggested for first lesson**

1. Students view a video of Maya Angelou reading her speech at the Coretta Scott King’s funeral. While listening highlight question areas: difficult vocabulary, confusing language.
2. In small groups, students compare discuss possible answers to the highlighted areas. Use dictionaries, electronic devices, computers to engage students in actively looking up unfamiliar words, people, and phrases.
3. Through class discussion, generate a common list of vocabulary and people. Come to a consensus on definitions.

**Suggested for second lesson**

1. Discuss the meanings of the following literary devices: alliteration, repetition, simile/metaphor, allusion, and rhetorical question.
2. Have small groups highlight examples of these devices on their copies of the Maya Angelou’s speech. Perhaps one group can focus on each device.
3. Share examples of each device as whole class.
4. Look for examples of each device in individual writing and independent reading.

**Suggested for third lesson**

1. Discuss cumulative knowledge of Civil Rights and Civil Rights leaders. Also discuss current events and problems that still exist in today’s world (lack of peace, justice, etc.)
2. View Maya Angelou’s speech again. Students should focus on tone, volume, and other visual cues as they listen. In particularly, students should be aware of changes that occur at any highlighted or noted piece in the text.
3. Journal opportunity should ask students how their first impression of the speech differed from their most recent impression.
4. Class discussion should focus on the necessary skills of a speechmaker.

**Materials**

PowerPoint of Speech listening and Writing for further journal and quickwrite ideas for transition to students writing speeches

Maya Angelou’s words at Coretta Scott King’s funeral

Video of Maya Angelou delivering eulogy

**Performance/Product**

Journal, compare/contrast chart, discussion

**Other Print and Non-Print Materials to Explore**

[www.mayaangelou.com](http://www.mayaangelou.com)